

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter deals with literature review and conceptual framework. It is divided into review on English teaching and learning, listening, video and conceptual framework. In addition, review on related research studies will be highlighted.

A. Literature Review

1. English Teaching and Learning

a. The Nature of English Teaching and Learning in secondary school

There are some definitions of teaching and learning. Brown (2000: 7) says that teaching is guiding and facilitating learning, enabling the learners to learn and set the conditions for learning. Teaching is showing or helping person to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Vygotsky in Feez (2002: 26) says that learning is a collaboration between a teacher and students with the teacher takes an authoritative role similar to that of an expert supporting an apprentice. Teaching is making students able to learn, giving the instruction to do the task, or setting the teaching learning process to make the students get to learn.

The term teaching-learning consists of two words “teaching and learning” which are inseparable. Teaching and learning support each other and both are interconnected. In the field of teaching and learning language, Vygotsky in Feez (2002: 26) says that if a teacher supports students, they move through the zone of

proximal development to their potential level performance, real learning and progress is possible. It is clear that teaching is guiding, facilitating, setting things up, enabling, and giving opportunities for learning. Without the teaching, learning cannot stand by itself and learning needs a setting of a language especially English as a foreign language.

Based on *Kurikulum SMP Mata Pelajaran Bahasa Inggris by Departemen Pendidikan Nasional 2006*, the goals of teaching English at SMP are to make the learners have ability:

- a) to improve communicative competence in written and oral form to reach the functional literacy level,
- b) to have awareness that English is important to improve nation competitive ability in global community, and
- c) to develop understanding feedback of the learners between language and culture.

According to Standard competence for Class VII, English is a tool in communication both in spoken and written forms. To communicate is to understand and to express the information, the mind, the feeling, and the development of science and technology, and culture by using that language. The communication ability in a whole understanding is discourse ability. Discourse ability is the ability to understand and to produce oral or written texts, which are realized into four language skills: listening, speaking, reading, and writing. It is the four language skills, which are used to perceive or to produce a discourse in society.

b. The Language Teaching Classroom

Students' background knowledge has much influenced in the classroom activities. According to Pulverness, Spratt, and Williams (2005: 135), the language a teacher uses in the classroom must be appropriate with the function and for the level and age of the learners. They suggest that the right language chosen will drive students into a right way of delivering knowledge. In this teaching and learning process, the teacher should choose an appropriate language first. For example, the teacher should not use language that is too formal with primary learners or language that is unsuitable with older learners.

Besides choosing the appropriate language for students, the teacher needs to grade their language to suit the language level and age of the students in the classroom. Further Pulverness, Spratt, and Williams propose that grading language means choosing to use classroom language that is at or below the language level of the learners. They argue that grading language should not be avoided in teaching learning process. For example, with beginners use simple words and phrases, but with higher level learners the language used can be more complex. They also add that grading means that the language is at the right level for the learners to understand.

Teacher needs to sequence their language appropriately to provide learners with learning opportunities. Sequencing means using language in a logical order. This is particularly important for explanation and instruction, for example: *"Listen! Work with a partner"* rather than *"Work with a partner. Listen!"*

Learners can learn classroom language, just by hearing it again and again. It is important to use the same classroom language for classroom functions at the early stages of learning, for example: "*Open your books and look at page...*" teachers can then build up these phrases to suit the learners' level and age.

Teachers need to think about the language they are going to use for different classroom functions and make sure the language they use is appropriate. Appropriate language will use the right degree of formality for the learners, be well graded and sequenced and clear.

2. Listening

a. Definitions of Listening

Helgesen and Brown (2007: 3) define that listening as an active process in which listeners select and interpret information which comes from audio visual, in order to define what is going on and what they already know. It means that in the process of making sense of the input, they use only part of the incoming information while interpret means that in trying to make sense of the input, listeners use the background of knowledge as well as the new information to decipher what is going on and to figure out what speakers intend.

According to Howatt and Dakin (1994), listening is the ability to identify and understand what others are saying. This process involves understanding a speakers' accent or pronunciation, the speakers' grammar and vocabulary, and comprehension of meaning.

Thomlison's (1998) definition of listening includes "active listening," which goes beyond comprehending as understanding the message content as an

act of empathetic understanding of the speaker. Furthermore, Gordon (2001) argues that empathy is essential to listening and contends that it is more than a polite attempt to identify a speaker's perspectives. Rather more importantly, empathetic understanding expands to "egocentric prosocial behavior". Thus, the listener altruistically acknowledges concern for the speaker's welfare and interests.

Ronald and Roskelly (1999) define listening as an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing that writing and reading demand; and these authors present specific exercises to make students active listeners who are aware of the "inner voice" one hears when writing.

Based on the definitions above, it can be concluded that listening is as an input of material and students can produce what they hear and can transfer it into text or spoken language. For students, it is important to use in teaching and learning process.

b. Significance of Listening

Language learning depends on listening since it provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Listening is the first language mode that children acquire. It provides the foundation for all aspects of language and cognitive development, and plays a life-long role in the processes of communication. A study by Wilt (1995) reveals that people listen 45% of the time they spend while communicating with others. This study is still widely cited (e.g., Martin, 1999; Strother, 1997). Further, Wilt found that people spend their time in 30 % for speaking, 16 %

reading, and 9 % writing. That finding confirmed what Rankin discovered in 1998, that people spent 70 % of their waking time communicating and those three-fourths of this time was spent for listening and speaking.

According to Bulletin (1998), listening is the fundamental language skill. It is the medium through which people gain a large portion of their education, their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. In this day of miscommunication, much of it oral, it is of vital importance that students are taught to listen effectively and critically.

According to the second language acquisition theory, language input is the most essential condition in language acquisition. As an input skill, listening plays a crucial role in students' language development. Krashen (1995) argues that people acquire language by understanding the linguistic information they hear. Thus, language acquisition is achieved mainly through receiving understandable input and listening ability is the critical component in achieving understandable language input. Given the importance of listening in language learning and teaching it is essential for language teachers to help students become effective listeners. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situations: precisely those that learners are likely to encounter when they use the language outside the classroom.

c. Nature of listening Comprehension

According to Shouyuan (2003), the most important aspects of overall English competence are listening, speaking, reading, writing and translation. Those five aspects deserve particular attention. Educators must actively explore the nature and process of listening comprehension and study the theory and methodology of listening comprehension in order to improve the outcomes of teaching and listening and make students recognize that listening comprehension is the crucial aspect of English learning.

From the point of view of constructivist linguistics, foreign language teaching should focus on language form and structure, thus, listening teaching is undertaken in each of the four aspects of language form. When students are taught to understand a passage of text, teachers first let them discriminate between the pronunciation of vowels and consonants, then understand vocabulary, sentences and discourses. The goals of this listening teaching model from the “bottom-up” is to help students understand the meaning of vocabulary by discriminating sounds, to understand sentence meaning, and to monitor and control the meaning of discourses by understanding sentence meaning.

Since the 1970s, with the development of functional language theory, there has been an emphasis on the research of language function in society. Functional linguistic experts recognize language as a communicative tool, but not an isolated structure system. Consequently, the teaching of listening is not simply intended to make students hear a sound, a word or a sentence, rather, the goal is to cultivate

students' abilities to understand speakers' intentions accurately and communicate with each other effectively.

d. The process of listening comprehension

The process of listening refers to how listeners interpret input in terms of what they don't know. There is ample evidence that this is what they learn. Listening process is also refers to the way in which listeners use different kinds of signals to interpret what is said. They must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, understand intention and retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance

Wilson and Tyler provide extensive evidence for real time interactive language processing theory in which lexical, structural, and interpretive knowledge sources communicate and interact in an optimally efficient and accurate manner during processing.

Listening comprehension propose that listeners actively process language input. Two types of processing have been discerned: *cognitive strategies* and *metacognitive strategies*. *Cognitive strategies* involve solving learning problems by considering how to retrieve information. *Metacognitive strategies* involve planning, monitoring, and evaluating comprehension. In addition to metacognitive knowledge about themselves and how to listen best (person knowledge), about how much text to listen to, how difficult a text is. (task knowledge); and about strategies and their relation to texts and tasks (strategy knowledge).

e. Strategies of listening comprehension

Rost (2002) defines that listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. The strategies can be classified into top-down strategies and bottom-up strategies.

Top-down strategies are listener - based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next.

Top-down strategies include:

1. listening for the main idea
2. predicting
3. drawing inferences
4. summarizing

Bottom-up strategies are text based in which the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include:

1. listening for specific details
2. recognizing cognates
3. recognizing word-order patterns

Listening comprehension tends to be an interactive, interpretive process in which listeners use prior knowledge and linguistic knowledge in understanding messages. Listeners use metacognitive, cognitive and socio-affective strategies to facilitate comprehension and to make their learning more effective. Metacognitive

strategies are important because they regulate and direct the language learning process. Research shows that skilled listeners use more metacognitive strategies than their less-skilled counterparts (O'Malley & Chamot, 1990, Vandergrift, 1997a). The use of cognitive strategies helps students manipulate learning materials and apply specific techniques to a listening task. Socio-affective strategies describe the techniques listeners use to collaborate with others, to verify understanding or to lower anxiety.

f. Causal analysis of listening comprehension problems

Listening comprehension is a complex psychological process of listeners' understanding language by sense of hearing. It is an interactive process of language knowledge and psychological activities. However, this process is not simply decoding the message; it also involves the combining of the decoding of the message process with its reconstruction. Ma Lihua (2002), states that teachers of English college have attempted to teach listening and listening comprehensive competence, all too often, the teaching outcomes have proved less than adequate. The results have shown that even when teachers have doubled their efforts the results have been consistently disappointing.

Based on explanation above, here some factors that influencing of listening comprehension. They are mentioned as follows:

1). Students' psychological obstacles influence their listening capacity

The cultural attitude of students is particularly influential in the way that they address their studies. (Ma Lihua, 2002) states this attitude has influenced the official assessment processes. Students generally pay less attention to develop

listening comprehension because they recognize it gains a lower percentage of marks in examinations, while reading and writing are highly rewarded.

Students recognize that they will get high scores only if they master the prescribed knowledge of grammar and writing. Furthermore, listening comprehension need more attention to be mastered by them and it needs little practical value. Consequently these psychological factors have a direct impact on the students' willingness and commitment to listening instruction.

As a direct consequence of the factors mentioned above, many students lack confidence in their oral English language capability and they frequently have a self-defeating and defensive attitude to their engagement in it. In the listening classroom, teachers need students' active participation but, having so many students who lack confidence and who feel nervous and anxious, makes the task of generating discussion and conversation particularly difficult.

Students are reluctant to answer questions and will not risk being laughed at by their peers. When attending examinations the stress of being shown as inadequate and being criticized by the teacher and parents is frequently more than students will tolerate. Thus, it is unsurprising that college students who are under pressure for a considerable period of time are often stressed and depressed; factors that compound their efforts to improve their English proficiency.

2). Grammar knowledge affects listening comprehension

Language knowledge is the foundation of learning English. If students' knowledge of pronunciation, grammar, and vocabulary is insufficient, it is possible that their English listening comprehension will be negatively affected.

Pronunciation and intonation are basic of language and influence student's language knowledge.

Therefore, the first step of listening comprehension is how to identify and select sound signals according to pronunciation. Thus, pronunciation knowledge must be developed. When students' pronunciation knowledge is inadequate, their capacity to discriminate the sound, it will weak and will affect listening comprehension.

The second step of listening comprehension is grammar knowledge. If the student is unable to distinguish the main clause from a subordinate clause and is unable to understand their relationships, despite understanding the meaning of every word in the sentence, understanding is unlikely to occur with accuracy. Students do become accustomed to analyzing grammatical structure relatively quickly when they are taught the psychological analysis method.

Nevertheless, many students become confused about the relationships in a sentence and connections between sentences and they are often unsure of the relationship within sentences. Thus, lack of grammatical knowledge can reduce English listening levels.

3). Cultural background knowledge and thinking affect listening comprehension

The American linguist Sapir (1998: 60-90) states that, "Language cannot exist without culture...Culture can be explained as what the society thinks and does, and the language is the expression of the ideas of the society."

Consequently, the marriage between language and culture is inseparable; language is the carrier of culture and the capsule that holds a way of thinking. Language carries knowledge and cultural information and it reflects the substantial and particular ways of thinking of that people. Thus, culture is embedded in even the simplest act of language, it is an inseparable part of language and life.

Therefore, the student with no background knowledge of culture in English, American or other English speaking countries, is unlikely to understand Anglophone modes of thinking as expressed in English language. Kramsch (1993) maintains that every time people speak with others and they perform a cultural act. Consequently, there is now, an emphasis in modern language teaching on cultural knowledge as a basis for language learning.

An important requirement, then, for learning spoken English, is the acquisition of cultural knowledge. Thus, if students' pronunciation, grammar, vocabulary and cultural knowledge are to prosper, they must be grounded in a sound knowledge of the society in which the language is based.

3. Video

a. The Nature of Video

Video can be used in a variety of instructional settings in classrooms, in distance-learning sites where information is broadcast from a central point to learners who interact with a facilitator via video or computer, and in the study situations. It can be used in teachers' professional development (Savage & Howard, 1992) or with students as ways of presenting content, starting conversations, and providing illustration for concepts. Teachers or students can

create their own videotapes as content for the class or as a means to assess learner performance (Taggart, 1996).

In addition, video is a valuable and possibly under used classroom tool. There is always the temptation to simply put a video at the end of term and let the students to watch a film without even challenging them to be actively involved.

Video as a listening tool can enhance the listening experience for students. a teacher can add a whole new dimension to aural practice in the classroom by using video. The setting, action, emotions, gestures, etc, that students can observe in a video; provide an important visual stimulus for language production and practice. The use of authentic videos is challenging. Often they do not provide the best means of explaining complex concepts or practicing particular grammar or writing skills (Johnston, 1999).

b. Benefits of Video

There are a number of good reasons to use video in adult classrooms. Video combines visual and audio stimuli, is accessible to those who have not yet learned to read and write well, and provides context for learning (Fazey, 1999; Johnston, 1999). For English language learners, video has the added benefit of providing real language and cultural information (Bello, 1999; Stempleski, 1992). Video can be controlled (stopped, paused, repeated), and it can be presented to a group of students, to individuals, or for self study. It allows learners to see facial expressions and body language at the same time as they hear the stress, intonation, and rhythm of the language (Bello, 1999).

Videos can be stimulating to adult learners. Many videos are based on stories, which are enjoyed by almost everyone and particularly favored in some cultures (Johnston, 1999). Videos that use the conventions of entertainment television (plot, character, development, and resolution) may catch the attention of learners who do not yet read.

Here, based on explanation above, Johnston defines that video can be highlighted into two definitions. They are:

Authentic Videos

Because many excellent videos are produced as entertainment for native English speakers, they generally present real language that is not simplified and is spoken at a normal speed with genuine accents. These videos include movies, television programs, and news broadcasts; they can provide a realistic view of American culture, and their compelling story lines can motivate learners to stretch their comprehension. In addition, using authentic videos in the classroom can provide opportunities for learners to evaluate a medium that they use in their daily life (Stempleski, 1992). This is important because, learners need to develop literacy skills in order to analyze what they read to distinguish fact on topic (Florez, 1998).

Instructional Videos

Instructional videos for English language development have been created for use in classrooms or in other educational settings and have additional advantages. They have already been evaluated for language, content, and length,

and many instructional videos are packaged as multimedia resources that include student workbooks, teacher guides, video transcripts, and audiotapes (Stempleski, 1992).

c. Video Application in Teaching and Learning English

Video is one of the methods that can be applied in the teaching of listening. It can improve the student's ability not only in listening skills but also in writing, reading, and speaking ability. Fazey (1999) suggests that teachers think of using a video as a three-part lesson, including pre-viewing, viewing, and post-viewing activities.

Before presenting the video, the teacher must engage the learners' interest in what they will be doing and prepare them to do it successfully. The teacher tells the students or leads them to discover for themselves why they are viewing the video (e.g., to understand work expectations in the United States, to learn ways of meeting and greeting people, to learn ways that parents can help their children at school). Preparation may include a pre-viewing reading activity or a discussion of new vocabulary from the video. It may involve looking at still pictures from the video and predicting language and content to be covered. Finally, pre-viewing preparation means ensuring that an operating VCR and monitor is available and that the screen is large enough for all students to easily view the film.

While learners view the video, the teacher should remain in the classroom with the learners to observe their reactions and see what they do not understand, what they are intrigued by, and what bothers them. The teacher is there also to press the pause, rewind, and play buttons as needed. Sometimes it is best to leave

the lights on. This facilitates the teacher's observations and enables learners to take notes and to complete worksheets prepared by the teacher. For example, in viewing a video, learners may be directed to note down the words from video.

After the viewing, the teacher should review and clarify complex points, encourage discussion, and explain and assign follow-up activities whether they are included in the student texts and materials that accompany the instructional videos or they are developed for authentic videos.

B. Conceptual Framework of the Research

In secondary school, listening is basic skill and knowledge to support student's subject material of English teaching learning. They are required to study listening material and references, and practice listening assignment in English. However, there are many problems in teaching listening skills.

Based on the preliminary observation at SMP N 1 Kebonagung, there were some factors influencing students' listening comprehension. Firstly, students faced many difficulties in mastering vocabulary. Secondly, they got limited time of English teaching learning. Listening was taught by teacher just once in a month. Thirdly, students were bored and unmotivated to learn. They tended not to pay attention when the teacher explained the material. Fourthly, from the interview with teacher, listening score of students were unsatisfied. They just got score 6.5. In addition, the score of UAN is far from targets.

Based on these problems, efforts need to be done to help the students find enjoyment and more successful in developing listening comprehension. For these purpose the teacher needs an appropriate technique to improve students' listening

comprehension. Video is one of the suitable media that can be used by teacher in English teaching and learning. This technique is fun in order student can improve their English knowledge especially in listening material. The technique is also used to stimulate their motivation and interest in the lesson.

Thus, video is suitable method that can be used at SMP 1 Kebonagung to improve listening comprehension. If the students are interested the method, they are motivated to learning listening skill. A high motivation to practice listening improves their listening ability. Furthermore, learning listening using video will improve students' motivation in learning English, especially in listening.